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ABSTRACT

The overall objective of the program was to provide 200 Spanish-speaking adults and out-of-school youth, 16 years of age or older, with occupational instruction and English language skills which would enhance the enrollees' opportunities to acquire entry level job skills or upgrade the enrollees' present occupational status. The program began with 86 enrollees actively participating in one out of nine of the following courses: Cosmetology, automotive mechanic, electricity, commercial photography, nursing science, office skills, automotive body and painting, and basic adult education. The courses were made available at four school districts' facilities easily accessible to the target population. The program content consisted of: (1) Actual instruction of courses (provided both in Spanish and English), (2) three hours per week of instruction in English as a second language (ESL), and (3) counseling, as a supplement to instructional quality, in career and occupational areas. Second semester enrollment increased by 149 new enrollees with courses in accounting and welding being added to the program curriculum. Positive comments were received from community agencies on the operation of the program. (WL)

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CITY SCHOOL DISTRICT ROCHESTER, NEW YORK

EVALUATION REPORT
BILINGUAL OCCUPATIONAL EDUCATION - ADULT

PROJECT NO. 558AH50025

GRANT NO. G007502013

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The Rochester City School District's Bilingual Vocational and Continuing Education Program - Adult was designed and implemented to serve the occupational and linguistic needs of the Spanish-Speaking Adult population.

The overall objective of the program was to provide 200 Spanish-Speaking Adults and out-of-school youth, 16 years of age or older, with occupational instruction and English language skills which would enhance the enrollees' opportunities to acquire entry level job skills or upgrade the enrollees' present occupational status.

1. To provide 200 Spanish-Speaking Americans in the greater Rochester, New York area with Pre-vocational and Vocational training in order to acquire entry level employment skills and better opportunity for promotional advancement.
2. To provide Spanish-Speaking Americans with instruction in English as a Second Language.
3. Perform recruitment and outreach work of Spanish-Speaking Americans in order to insure their full participation of the Vocational Education opportunities.
4. To provide Spanish-Speaking Americans with counselling in career and occupational areas.
5. Conduct in-service training for the program instructors and personnel.
6. To develop and purchase bilingual materials to be used in the classroom for Spanish-Speaking Americans.

Thus on September 15, 1976, the Bilingual Vocational and Continuing Education Program - Adult commenced to operate 86 enrollees actively participating in one out of nine of the following course: Cosmetology,

Automotive Mechanic, Electricity, Commercial Photography, Nursing Science, Office Skills, Automotive Body and Painting, and Basic Adult Education. Thus beginning to meet its first objective of providing bilingual vocational education.

The above listed courses were made available at four school district's facilities readily accessible to the target population. Actual instruction of the courses were structured to include six hours per week of occupational instruction which provided both theory and "hands-on" shop experience. The classroom instruction was provided both in Spanish and English by bilingual instructors holding state certification. Textbooks and other instructional materials were also offered in the dominant language of the enrollees. These materials were either obtained through publishing houses in Latin American or materials translated from English to Spanish by the program's staff. This complied with the program objective of developing and purchasing of bilingual materials.

Furthermore, the enrollees received an additional three hours per week of instruction in English as a Second Language (ESL). The ESL instruction embraced both general vocabulary and vocabulary germain to the student's occupational choice. This instruction was supportive of and provide reinforcement for the occupational instruction. An essential coordination of instruction on the part of the English and occupational instructor was successfully accomplished and has facilitated program cohesiveness. It also met out second objective, which is providing ESL instruction to our enrollees.

As a supplement to instructional quality, counselling was provided to all enrollees. As the program developed a file was initiated on each enrollee; it contained information regarding the enrollee's background,

pre-test scores attained prior to entering into the class and comments that followed the initial interaction between counselor and enrollee. Thus counselling, one of the main program objective, was made available to all enrollees.

As interaction between counselor and enrollee increased, individual performance was discussed, self-improvement efforts were evaluated and the concerns of the enrollee were appraised. Depending on the circumstances the counselor might prescribe behavioural changes designed to ease the immediate problem.

In the second semester the program was rapidly growing and expanding. Enrollment for the second semester totaled 149, as compared to 86 during the first semester, bring the total for the year 235 enrollees. Furthermore, courses in accounting and welding were initiated to meet unanticipated demands. Hence this influx of enrollees demonstrated the effectiveness of the recruitment, and under scored our objective relating to outreach.

As part of the recruitment campaign, staff members contacted agencies such as Charles Settlement House, Action for a Better Community, Bilingual Health Profession Program, Ibero-American Action League, Hispanic Businessmen Association, WEDGE, etc. The respective Board of Directors were asked to share their views as to the needs of the target population and to comment on the operation of the program. Representatives of each of the agencies were invited to observe classroom and shop instruction and speak to the enrollees and instruction concerning the program.

The agencies accepted the programs open arms policy; they consistently made referrals and tender offers of help. Thus contributing to

the large number of applicants which enabled the program to exceed its project enrollment. Hence exceeding the projected number of enrollees as established in our first objective in addition to fulfilling our objective of recruiting and outreach work.